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ABSTRACT

This guide is designed to provide general and special education teachers with suggestions and information to meet the needs of students with handicapping conditions receiving instruction about Acquired Immune Deficiency Syndrome (AIDS). This supplement is to be used in conjunction with the AIDS Instructional Guide Grades K-12, to ensure that all information about AIDS (the nature of the disease, methods of transmission and methods of prevention) is conveyed within a comprehensive health education program emphasizing positive behaviors for all students. An introduction describes how the supplement is to be used, presents information regarding AIDS, describes the role of the special educator in providing instruction, and provides notes on classroom strategies. The 37 lesson supplements are composed of teacher notes and suggestions for modifying instruction in the corresponding lesson in the "AIDS Instructional Guide Grades K-12." Two appendices provide suggestions for proficient teaching techniques and behavior management. (LL)

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HEALTH

Supplement to AIDS Instructional Guide Grades K - 12

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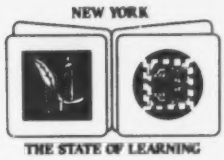

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, N.Y. 12234

TO: Persons with Responsibility for Implementing Health Education Programs

SUBJECT: Supplement to *AIDS Instructional Guide Grades K-12*

The *Supplement to AIDS Instructional Guide Grades K-12* has been developed to ensure that all information about AIDS is conveyed within a comprehensive health education program emphasizing positive behaviors for all students, including those with handicapping conditions. The purpose of this publication is to provide a continuum of instructional strategies that addresses a variety of student needs. The need for the *Supplement to AIDS Instructional Guide Grades K-12* is heightened by the critical nature of the content, as well as the fact that students with handicapping conditions are particularly vulnerable to abuse of various kinds and need specific help in developing self-protective behaviors, attitudes, and habits that increase their ability in making positive life choices. It is essential that these students receive instruction based upon the *AIDS Instructional Guide Grades K-12*, that this information is at a level that is appropriate to them, and that they clearly understand how to practice behaviors that will not place them at risk.

This supplement is designed to be used in conjunction with the *AIDS Instructional Guide Grades K-12*, not as an independent document. Each lesson correlates to a lesson in the *AIDS Instructional Guide* with references to lessons within that guide. This supplement will provide information about children with handicapping conditions, suggestions for modifying instruction, or additional information for implementing a particular lesson. School districts should make the guide available to all teachers responsible for teaching health education, grades K-12.

HEALTH

Supplement to AIDS Instructional Guide Grades K - 12

Reprinted 1992

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

THE UNIVERSITY OF THE STATE OF NEW YORK

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Foreword

This publication is designed to provide general and special education teachers with additional suggestions and information to meet the needs of students with handicapping conditions who are receiving instruction about the disease Acquired Immune Deficiency Syndrome (AIDS) in accordance with Section 135.3 of the Regulations of the Commissioner of Education. It is the intent of the Board of Regents and the Commissioner that any teaching about AIDS include information about the nature of the disease, methods of transmission and methods of prevention and that it be conducted only within a comprehensive health education program emphasizing positive health behaviors. It is important that the information regarding AIDS be in an understandable format for all students, including those with handicapping conditions. The *Supplement to AIDS Instructional Guide Grades K-12* will help classroom teachers to modify instruction to meet such needs.

This publication consists of an introduction that describes how this supplement will be used with the *AIDS Instructional Guide Grades K-12* and includes information regarding AIDS, the classification of students with AIDS, and the role of the special educator in providing instruction on AIDS. The lessons are composed of teacher notes and additional information for modifying instruction in each of the lessons in the *AIDS Instructional Guide Grades K-12*. Appendices A and B provide suggestions for proficient teaching techniques and behavior management.

The *Supplement to AIDS Instructional Guide Grades K-12* was developed with the help of the following writers: Karen Frommer, Supervisor of Curriculum Development, Southern Westchester BOCES; Peggy Wallis, Special Education Training and Resource Center (SETRC) Training Specialist, Albany-Schenectady-Schoharie BOCES; and Rosalind Dunfee, Family Life Educator, Project Play Back, Community Maternity Services, Albany. Staff from the Office for Education of Children with Handicapping Conditions coordinated the development and writing of the project. It was reviewed by Joan Milowe, former Project Director, AIDS Education, and Arlene Sheffield, Director of School Health Demonstration Program, Bureau of School Health Education and Services, State Education Department. We appreciate the time and effort all the writers and reviewers took to share their skills and information with us.

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Introduction

In October 1987, the Board of Regents approved an *AIDS Instructional Guide Grades K-12* for local district use in developing instructional programs for kindergarten through grade 12. The *AIDS Instructional Guide Grades K-12* assists public and private school personnel in meeting the regulatory requirement that all schools in the State provide students with accurate information concerning the nature of the disease, methods of transmission, and methods of prevention of Acquired Immune Deficiency Syndrome (AIDS).

All students, including those with handicapping conditions, are required to receive instruction about AIDS. The majority of these students are capable of mastering the curriculum content and competencies that are considered critical for their nonhandicapped peers. The need for students with handicapping conditions to acquire the same knowledge base and skills as their nonhandicapped peers is addressed in the Regents Action Plan and Part 100 of the Regulations of the Commissioner of Education which emphasize the complete participation of such students in the total school program, both curricular and extracurricular. This is particularly true when an issue such as AIDS is being addressed.

Access to the curriculum content of the general education program is essential to the attainment of such knowledge and skills. This applies to elementary as well as secondary students, because without adequate content preparation in the early grades, students cannot achieve the mastery of secondary program requirements. Students with mild to moderate handicapping conditions should receive such course content by participating in regular education classes, as appropriate, or should be provided with the same or equivalent content instruction within special classes.

To ensure that any information about AIDS is conveyed within a comprehensive health education program emphasizing positive health behaviors, a *Supplement to AIDS Instructional Guide Grades K-12*, has been developed rather than a separate instructional guide. The purpose of this publication is to provide a continuum of instructional strategies that addresses a variety of student needs.

The development of this supplement is an example of the ongoing cooperative efforts between the Office for Education of Children with Handicapping Conditions, the Bureau of Curriculum Development, and the Bureau of School Health Education and Services. It demonstrates the need for regular and special educators to accept responsibility for effectively dealing with individual differences of students across both the regular and special education continuum. The need for this *Supplement to AIDS Instructional Guide Grades K-12* is heightened by the critical nature of the content, as well as the fact that students with handicapping conditions are particularly vulnerable to abuse of various kinds and may need specific help in developing self-protective behaviors, attitudes and habits that increase their ability to make positive life choices. It is essential that these students receive instruction based upon the *AIDS Instructional Guide Grades K-12*, that this information is at a level appropriate for them, and that they clearly understand how to practice behaviors that will not place them at risk.

The *Supplement to AIDS Instructional Guide Grades K-12* is designed to provide regular and special education teachers with additional information and suggestions for modifying instruction to meet the needs of students with handicapping conditions who are capable of receiving instruction about AIDS within the regular education program or equivalent instruction within a special class. (Although the term AIDS instruction is used, school health education is designed to prevent the spread of the Human Immunodeficiency Virus (HIV), the virus that causes the disease AIDS.)

The supplement is designed to be used in conjunction with the *AIDS Instructional Guide Grades K-12*, not as an independent document. Each lesson correlates to a lesson in the *AIDS Instructional Guide Grades K-12* with references to lessons within that guide. Each les-

son includes categories that correspond to those in the lesson plans in the *AIDS Instructional Guide Grades K-12*, such as Background and Effective Communication. In Addition, each lesson has the same objective and learner outcome as the *AIDS Instructional Guide Grades K-12* to ensure that all information is consistent with the comprehensive health education program. The person responsible for health education will need to review the lessons in the supplement along with those in the *AIDS Instructional Guide Grades K-12* when developing lesson plans to use within a particular school district. The supplement will provide information about students with handicapping conditions, suggestions for modifying instruction, or additional information for implementing a particular lesson.

As students with handicapping conditions continue to gain access to the regular education system, it is necessary to expand the role the special education teacher plays in an integrated education system. This requires collaboration with the regular education teacher, membership in the AIDS Advisory Council, and assistance in making decisions about individual students with handicapping conditions (such as in the case of abuse reporting). By unifying their efforts, the health educator and special educator can become an effective team for providing AIDS education to all students.

In addition to the supplemental teacher notes that have been incorporated into the *AIDS Instructional Guide Grades K-12*, it is suggested that a special education teacher be available to classroom teachers for consultation and collaboration. This increased interaction between staff members provides the opportunity for an exchange of information regarding each student's strengths and weaknesses. A joint determination will ensure that effective educational approaches to all the learning requirements included in the *AIDS Instructional Guide Grades K-12* will be established. A process needs to be developed so that this type of information can be shared on an ongoing basis. These strategies will depend on the structure of the school in which they are established and on the extent of the learning needs of the student who has a handicapping condition. Possible teaming efforts that could be provided on an ongoing basis include:

- The special education teacher acting as a consultant to the regular education teacher:
  - —to explain general information about the needs of students with handicapping conditions;
  - —to provide information on a particular student's strengths and weaknesses; and
  - —to suggest specific ideas and strategies on the delivery of appropriate instruction which will include modifications of lessons and appropriate teaching materials.
- The special education teacher providing instructional assistance to the classroom teacher:
  - —by preteaching vocabulary and concepts while providing general readiness; and
  - —by reinforcing content covered in the regular education classroom.
- The special education teacher and regular education teacher designing team teaching strategies which would include lesson preparation and delivery.

The information contained in the *AIDS Instructional Guide Grades K-12* is so critical for all students to understand that, when dealing with students with handicapping conditions, both the regular education teacher and the special education teacher must learn to use each other's special skills and knowledge to jointly plan and deliver the lessons.

Classroom Strategies

The regular education classroom typically contains students with a wide range of abilities, some of whom may have learning and behavioral needs usually associated with students who are experiencing learning problems or who may have a handicapping condition. These students may need specific curriculum modifications to effectively learn within the regular classroom program.

Modification of curriculum content, adaptations of instructional strategies, and modification of student behavior can significantly affect educational progress. However, it is highly recommended that the content of the *AIDS Instructional Guide Grades K-12* remain intact to ensure that information considered essential to the prevention of the spread of HIV infection be provided to all students. For those students who could benefit from modified instructional strategies, the supplement provides pertinent background information on handicapping conditions and alternative strategies for presenting the curriculum content attached to each lesson. In addition, there are some fundamental guidelines for effective instruction that are worthy of special recognition when planning or carrying out lessons because of their general applicability to any learning situation. These include:

Before the lesson:

- Preteach all required or important vocabulary and provide lists of these vocabulary words to students and special education teachers. Make

sure the list is easily read and words are in an order that facilitates learning. Relate terminology to what the student already knows. Check for understanding by having the students put the words into sentences of their own.

- Provide a timeline of lessons to the special education teacher, including all required written work.
- Tape record fact sheets, readings, directions, and assessment questions.
- Develop small group strategies that include extra instructional support. Strategies such as cooperative learning, in which the work group is responsible for its outcome, will utilize all students' capabilities.
- Review all visual materials, such as charts and handouts, to make sure that they are large enough to be read easily; that the major points are highlighted; that there is adequate spacing between lines of information; and that the flow of the chart is easily distinguished by arrows or color to show direction or to indicate cause-effect.
- Notify parents prior to the lessons on the sexual transmission and methods of prevention of AIDS and child and sexual abuse to inform them of what is being discussed in case questions arise at home. The parent and teachers can then work cooperatively to clarify issues or misunderstandings and to answer questions.

During the lesson:

- State the objectives and requirements at the beginning of each lesson. Refer back to the objective frequently throughout the lesson to make connections for the students.
- Review previous lessons prior to introducing new material. Put the material into an organizational context by summarizing at the end of each lesson.
- Review any written directions with the class orally before the activity begins.
- Develop activities that can be done in teams so that one student does not have to do all the writing or speaking.
- Check for understanding frequently during the lesson. This can be done through observation, asking for a show of hands, asking questions, allowing students to ask questions, expressing concerns, using role-play, etc.
- Review lessons to make sure that complex concepts have been broken into smaller, teachable components, and that extra emphasis is placed on cause-effect relationships. Utilize as many concrete examples and hands-on teaching strategies as possible.
- When utilizing role playing, make certain the purpose of the role is clear. For those students who may have difficulty expressing themselves in this format and may be uncomfortable in front of their peers, modifications for participation should be provided. This could include summarizing the role play either verbally or in writing, asking questions of the participants or using puppets to remove the "self" from the behavior. However, no student should be required to assume a role. Sometimes rotating actors or roles can help prevent any feelings of inadequacy, embarrassment or reluctance. In addition, if the area is particularly sensitive, the behavior can be modeled first. The stage can also be set by asking specific questions to keep the action on task. Giving performance feedback, such as praise, approval and encouragement, is helpful in encouraging participation.

After the lesson:

- Review the information with the special education teacher to clarify assignments or content for follow-up instruction.
- Review the assignments with the students. Make sure students have written them down correctly and understood the due date. Be sure that the special education teacher has a copy of the assignment sheet.
- If the assignment is long term (a paper due in a week may be long term for some students), provide interim reminders to the students.

A list of teacher and instructional characteristics to be considered when planning lessons is included in Appendix A, Proficient Teaching Techniques, which can be used as a resource of effective instructional strategies. It is suggested that these techniques be incorporated in preparation for the delivery of AIDS instruction.

Other Related Issues

Special education teachers could also assist decision makers with policy development by applying their understanding of students with handicapping conditions to instruction about AIDS. AIDS education is a shared responsibility of the entire community requiring particular cooperation among the school community at-large. When developing curriculum

implementation plans, special education needs can be addressed by having a special educator included as a member of the AIDS Advisory Council. Participation of a special educator on the Advisory Council would help ensure that the special needs of students with handicapping conditions are considered in all instructional programs regarding AIDS and that such instruction is modified to meet the needs of such students.

An issue related to AIDS instruction about which the AIDS Advisory Council may be concerned is the prevention of physical and sexual abuse. It is essential that all students receive the information included in the *AIDS Instructional Guide Grades K-12* so that they are better prepared to make life decisions that help maintain a healthful lifestyle. However, we also need to protect students to the maximum extent possible from abusive situations that put them at risk and may endanger their lives. To reduce the incidence of physical and sexual abuse, schools are required to provide child abuse and sexual abuse prevention programs. It is hoped that prevention instruction will empower youth, including those with handicapping conditions, to avert physical and sexual violence.

Sections 413-422 of Social Service Law also empower adults to be actively involved in a student's behalf in dealing with suspected cases of physical and sexual abuse. The law requires that any time school staff has "reasonable cause to suspect" abuse, the person must "immediately notify the person in charge of the school...who then also shall become responsible to report or cause reports to be made." Procedures for reporting, including timelines and the mandatory content of the report, are included in these sections of Social Service Law.

In order to effectuate these regulatory procedures, it is suggested that schools share their written policy describing the reporting process in detail with all school personnel. It would be helpful in those cases involving students with handicapping conditions for a special education teacher to participate in discussions of suspected abuse. The special education teacher may be of assistance in several ways:

- in identifying "indicators" of abuse that may not be familiar to educators of nonhandicapped students;
- in supplying background information on the student; and
- in suggesting techniques for helping a student to discuss possible abuse.

In all cases, district guidelines for reporting abuse should be followed.

Court Decisions Regarding Persons with AIDS

Two issues related to the education of students with AIDS have been clarified through legal decisions, one rendered in New York and one in Illinois. These decisions describe the rights of persons with AIDS and the responsibility of school districts for a student's education.

In District 27 Community School Board vs. the Board of Education of the City of New York, a State Supreme Court decision rendered on February 11, 1986, established that students with AIDS cannot be automatically excluded from school because of their condition. Section 504 of the Rehabilitation Act of 1973 protects students with physical impairments from discrimination under federally funded programs. Since students with ARC (AIDS Related Complex) and AIDS are disabled within the meaning of Section 504, they are guaranteed access to all curricular and extracurricular programs.

In *Doe vs. Belleville Public School District #118*, the U.S. District Court of the Southern District of Illinois concluded that a student with AIDS should not be considered educationally handicapped under P.L. 94-142 unless the student's physical condition is such that it adversely affects his/her educational performance. Consequently, if a student with AIDS demonstrates an ability to learn and to do the required work, that student is not eligible for special education services and should be maintained within the regular education system.

Behavior Management

The goal of effective teaching is to create a healthy learning environment where students feel good about what they are doing, become actively engaged in the learning situation, and experience success. Implicit in this description is the hope that, in such situations, students will have few reasons for exhibiting inappropriate behaviors. However, there may be occasions during an instructional activity when individual students may exhibit a general inability to manage their time properly by demonstrating inappropriate behaviors, off-task behaviors or disruptive behaviors. The extent and the frequency of this negative conduct will indicate the type and the intensity of the modifications needed to help a student to regain self-control and once again become engaged in the learning activity.

Student self-control is an important factor in overall classroom management and effective instruction, and yet, because of the sensitive nature of some of the material in the *AIDS Instructional Guide Grades K-12*, some students may react in inappropriate and possi-

bly disruptive ways. Teachers may need to modify these behaviors in order to successfully accomplish the intended learner outcomes. The types of behaviors that might be disruptive to the class fall into two categories. The first set of behaviors are external in nature and affect the learning environment of the class as a whole. The second set of behaviors are internal and affect the individual's ability to function within that class. For a list of suggested modification strategies, see Appendix B, *Behavior Management*.

LESSON SUPPLEMENTS

LESSON 1

Background

It is essential to the development of future lessons that students understand the difference between communicable and noncommunicable diseases. It may be necessary for comprehension of these concepts to discuss them in concrete terms by naming those diseases which are communicable and those which are not.

Sensitivity may be necessary when discussing specific diseases with the class because this information may focus attention on students in the class who have noncommunicable diseases, such as asthma, diabetes, heart disease, or may be returning from a bout with communicable diseases, such as chicken pox, flu, etc.. Specific information should be designed to allay fears of students about contracting any of these diseases.

Young children frequently have the misconception that certain disabilities are communicable. Questions regarding this should be anticipated, especially if there are any students with visible disabilities in the class or school. These students may also have misunderstandings about their own disabilities, so that any discussions concerning communicable diseases should be handled with sensitivity and the recognition that students may be fearful even if they do not verbalize their feelings.

It is also important, once an understanding of the difference between communicable and noncommunicable diseases has been established, that the students realize that there are ways to act that minimize the risk of getting such diseases.

Motivating Activity

For those students who have weak reading and language skills, instruction about specific diseases can be modified to reinforce student strengths by using realistic illustrations or pictures depicting certain diseases, acting out the symptoms, and using illustrated stories. In addition to stressing comprehension, visual and auditory recognition of the terms mentioned in this lesson could be reinforced by having the terms displayed on wall charts or cards. This will provide the students with the opportunity to become familiar enough with the terms to recognize them in future lessons and conversations.

Identification

Students may not have sufficient vocabulary or memory skills to recall the name of each disease. To help students to compensate, new terminology can be pretaught in both the regular and the special education classes. Picture clues that depict behaviors or symptoms can be utilized prior to or during the lesson. Students can identify those that show the concept of "communicable" and point to the picture when naming the disease.

Effective Communication

The amount and degree of vocabulary emphasis will depend on the individual needs of the student. Word cards, large print, highlighting, braille copies of the chart, computer games, or a "bank" of vocabulary words saved on a computer would all be appropriate ways to either teach or reinforce vocabulary, based on a student's learning needs. In addition, alternative strategies for teaching vocabulary that are independent of reading skills could be used. Picture clues are an illustration of such a strategy.

LESSON 2

Background

Many students with handicapping conditions require instruction that is sequentially planned through task analysis. In order for these students to arrive at the intended learner outcome in lesson 2, understanding how communicable diseases are transmitted, they need to know that communicable diseases are spread from person to person and that there are certain behaviors that can prevent the spread of such diseases.

In discussing how diseases are transmitted, it may be helpful to explain that diseases are spread through "invisible carriers or germs," such as appear in droplets of water that are spread when an infected person coughs or sneezes. Utilizing audiovisual materials or cartoon-like drawings to illustrate the concepts may make the issues less frightening for those children who fear things they cannot see.

Positive Health Behaviors

Methods of practicing positive health behaviors need to be explored and developed. Some students may need assistance in understanding abstract ideas and concepts or in generalizing information from one situation to another. These are skills that can be developed through examples, simulated experiences or stories.

LESSON 3

The Teacher Notes in the *AIDS Instructional Guide Grades K-12* address areas of concern.

LESSON 4

Background

The rules identified in this lesson are simple rules for maintaining order in school, traffic, etc. Some students may have experienced situations in which they were unable to follow the rules and may or may not choose to disclose information about such incidents. Be prepared to act in a calm, supportive manner if a student decides to share information. Where abuse is suspected, either because of disclosure or because of physical or circumstantial evidence, follow the district's child abuse reporting procedures. A distinction must be made between those rules a student should follow (i.e. fire drill procedures for example) and those rules a student was unable to follow. This would be an appropriate time to introduce the concept of prevention and encourage students to help themselves. This may be a difficult concept for some students to accept, especially for those students who have not been provided opportunities for independence from their family, the school or in the community.

It is essential, therefore, as the issue of prevention is discussed, that students are equipped with the skills and attitudes necessary to take care of themselves.

In planning lessons, be aware that some students with handicapping conditions may be particularly vulnerable to exploitation because of the following reasons:

- a lack of social experience and an inability to judge situations which could put students at a disadvantage in discriminating between different kinds of relationships (i.e., friend, stranger, acquaintance), as well as in discriminating between appropriate and inappropriate behaviors;
- low self-esteem, combined with a lack of independence and communication deficits, making it difficult to act in an assertive and self-protective manner;
- physical disabilities which may make it difficult for a student to "go away"; and
- an inability to generalize, preventing some students from using the rules in all appropriate situations.

Special Considerations

It is suggested that the district policy for child abuse reporting procedures include provision for a student's special education teacher to be involved in discussions and decisions concerning a student with handicapping conditions.

Identification

This segment of the lesson can be taught in the special education classroom in conjunction with a child protection curriculum, such as "NO-GO-TELL!" This curriculum has been specifically designed

for preschool and early elementary school age children with handicapping conditions. It develops the major concepts of this lesson which emphasize the student's rights and responsibilities to "Say No, Go Away, and Tell Someone!" Information on the curriculum is circulated through the Department's Special Education Training and Recource Center (SETRC) network.

Effective Communication

Some students with handicapping conditions need assistance in expressing ideas and feelings, and are often reluctant to participate in activities that require verbal responses in class. The use of dolls in the role playing situations may promote a free flow of ideas and feelings.

Many students may need assistance when generalizing from a specific example. If, for instance, the role playing situation of a stranger asking to come into the house is selected, the student may understand the dangers of that particular situation, yet fail to apply the concept to a stranger asking him or her into a car. Making these connections during the role playing activity will help the student generalize across situations.

Some students may not be able to identify or name the parts of the body, due to a deficit in short- or long-term memory, and would have difficulty in discussing or role playing a situation about the rules to protect their body. They would benefit from practice in naming the parts of the body and identifying those referred to as "private parts." The special education teacher can be a resource to assist in such skill and knowledge building.

Decision Making

To make identification of resources more concrete, pictures of people who can be sources of assistance when a student feels at risk or in danger can be utilized. This list should include in-school and out-of-school resources.

LESSON 5

Background

Some students, because of the nature of their handicapping condition, may have feelings of being "different" or "special" and, therefore, may feel alienated from their peers. These students more often focus on their inadequacies and their teacher may have to help them recognize their strengths, abilities and positive qualities. In addition, some students with handicapping conditions may need assistance in verbally expressing their ideas or feelings.

Teacher clues, such as examples, pictures, synonyms, and incomplete sentences, may accommodate the needs of students who are unable to recall the correct words necessary to describe themselves. Other students may be unable to manipulate abstract ideas, including the ability to describe those qualities they like most about themselves, and may also benefit from similar strategies. Left unattended, poor self-image and weak communication skills may cause embarrassment and reluctance to participate in activities that require identification of their own qualities and characteristics.

Students with handicapping conditions have many unique attributes. Frequently, these characteristics are perceived as being negative by the students as well as their peers. Be aware of the potential discomfort that might arise as a result of having students with handicapping conditions describe their own physical characteristics or those of others. This comparison may be an especially sensitive area for students with physically handicapping conditions or for those who perceive their appearance as being "different".

This lesson offers an excellent opportunity to focus on students' strengths. Similarities of all students can be highlighted. Students can discuss people with a variety of handicapping conditions who have talents and abilities that make them the persons they are. This lesson can also stimulate a frank discussion about why people with handicapping conditions may not feel like others and why it is important to recognize positive qualities in every person.

LESSON 6

Background

Sequencing and cause and effect analysis skills are necessary to complete this lesson. Therefore, it would be helpful for both the regular and special education teacher to discuss how best to determine appropriate instructional modifications for those students who have communication disorders.

Organizational skills that involve a sequence of events, either over time (i.e., what is done in the morning, afternoon or evening) or an analysis of the task within an activity (what is done first, second, next,...last), may need to be emphasized for some students. Presentation of the lesson in a more visual format may assist the student in organizing the information and reinforce the sequence of events. Pictures and the physical action of moving them into a sequential order will help a student to organize ideas or information heard in the story. This technique also provides the opportunity to match events with their consequences.

Problem solving requires the ability to explore the consequences

of a behavior or series of actions and make effective decisions about alternative choices. Some students may need assistance recognizing problem situations, generating alternative solutions, seeing actions through to the conclusion, and identifying the consequences attached to those behavioral choices. The teacher can provide a structure to the activity by asking specific questions regarding the problem and consequences, providing several solutions from which the student can select, and setting up an outline of steps for reaching a conclusion.

Motivating Activity

In a progressive story, where other students are adding to the pool of information, students who have deficits in organizational or memory skills will benefit from repetition of the total sequence of events as each new piece of information is added. The use of verbal cues, such as the signal words first, second, etc., or visual cues, such as a story board, would help students remember the sequence and participate in the decision making process.

Decision Making

A good technique to ensure that students understand the problem solving approach is to have them go through each step in a concrete, formal way. The student can write, draw, or use pictures to illustrate the behaviors given in the story and then identify choices and extend the effects of the behavior by matching each to its consequences.

LESSON 7

Background

Not all students will have experienced the same family patterns and role models. Therefore, alternative exercises may be needed for some students to complete activities requiring the identification and depiction (role-playing) of positive situations with which they are not familiar. It may also help to expand upon the concept of family to include others, e.g., friends, foster parents or residential supervisors, who can show caring and demonstrate how to help one another.

Special Considerations

Students may have previously experienced situations discussed in the teacher notes for Lesson 7 of the *AIDS Instructional Guide Grades K-12*, leaving the teacher unable to follow the suggestions that are mentioned in this lesson. If the student decides to share this information, remain calm and supportive and, if appropriate, refer the student for counseling.

Any suspicion of child abuse should be brought to the immediate attention of the proper authorities in accordance with district policy. If there is reason to believe that a child is being abused, it must be reported. It is suggested that district policy for child abuse reporting procedures include provision to have a student's special education teacher involved in discussions and decisions concerning a student with a handicapping condition. Refer to Lesson 4 of the supplement for further information on this issue.

Values Integration

Some students may fail to recognize their own strengths and focus instead on their weaknesses and inadequacies. Encouragement needs to be given to these students to enable them to realize their status as a valued family member and their responsibilities within the family unit.

Identification

This lesson examines the ways in which family members show care towards one another as they fulfill their roles and responsibilities within the family unit. There is a possibility that some students with handicapping conditions may be extremely dependent upon other family members and may, therefore, have limited responsibilities in the household. These students can still identify family members and explore ways in which they can interact with and be responsible for another.

Motivating Activity

For those students who have problems with the writing process, a family album can be developed with photographs or drawings. Instead of a written identification of the roles within the family, students can draw pictures or find pictures in magazines that illustrate the roles in action. Assistance may be necessary for some students to cut out the pictures. Students can also use a tape recorder to record a simple statement from a parent or sibling if they are unable to identify and describe the various family members and their roles.

Effective Communication

In conducting the role playing activity, keep in mind that some students with handicapping conditions may need assistance when identifying or expressing their ideas and feelings in an understandable manner. Such communication problems make participation in spontaneous situations more difficult for such students, especially when they are expected to assume the part of another person. Utilizing puppets can help to remove some of the discomfort. Having a planned script or a discussion of possible statements prior to the role playing activity can also be helpful. The special education teacher can provide assistance with appropriate dialogue or role playing practice prior to class.

Decision Making

Possible feelings of inadequacy can be avoided by stressing ways in which the student shows care and concern for other family members. The student can be shown an alternative way of helping the family that had not been thought of before.

LESSON 8

Background

The topic of health services outside of the home may be particularly sensitive for those students whose handicapping conditions require prolonged involvement with different medical professionals. Those students may be reluctant to discuss the various health resources they utilize and should not be required to discuss their personal medical record.

Some students may lack the abstract reasoning ability or the independence to determine whether or not they need assistance to make judgments as to the most appropriate person to help in a given situation. The teacher could help the student develop a list of possible resource people and when to contact each. Students can also participate in role playing activities to practice contacting key individuals on the list in order to convey their questions or needs.

Motivating Activity

For young students, the idea or concept of "health resources" may prove difficult to understand. Sometimes clinics replace the family doctor and may be the only health link. Therefore, many will not have visited a hospital or doctor's office and will need concrete illustrations of those settings. It may be important to note that in many communities the drugstore and druggist may be more familiar than the pharmacy and pharmacist.

Identification

Primary level students with handicapping conditions may need concrete examples to understand the concept "community" and the many components that form a community.

Effective Communication

Since this lesson requires some assistance, students can identify those with whom they might talk, including a parent, an older sibling, a neighbor, or a babysitter.

Any discussion in which the students are expected to participate can be improved and made less threatening by providing preparation time for them to organize their thoughts. Through joint planning, the regular and special education teacher, can develop other

strategies to prepare students to achieve each lesson's learner outcomes. By keeping the special education teacher informed of upcoming discussion topics, preparation can be done in advance of such discussions.

LESSON 9

Background

Some students may need concrete examples provided when explaining such abstract concepts as communicable, chain of infection, or disease.

Prior to presenting information in graphic formats, it would be helpful to determine if students have necessary prerequisite skills in understanding and utilizing information from charts, graphs and diagrams. Gaining information from these instructional methodologies is very important. Students can be helped to see how the ideas or facts are presented in pictorial form or how the information is presented in a logical sequence or flowchart.

To assist students with these skills, provide charts that are easy to follow, with clearly recognizable symbols (such as arrows) to indicate direction and progression. Large print, with the heading and most important information in bold type, is a beneficial aid to comprehension for all students, including those with visual or organizational deficits.

Teacher Vocabulary

Vocabulary becomes more important as abstract concepts are addressed. Weak language skills may contribute to a lack of proficiency in reading, writing, oral language, and/or spelling for some students. The knowledge of specific vocabulary is often linked to an understanding of time relationships, quantity, time, or direction. For example, if a student cannot perceive or distinguish time relationships, he or she may have a limited basis for understanding verbal concepts such as now and later. The vocabulary presented in this lesson involves conceptual understandings that are sequential in nature, across time and space.

It is important to determine a student's understanding of vocabulary before incorporating it into a lesson. By providing the special education teacher with a vocabulary list in advance, concrete examples and explanations can be taught before the lesson.

LESSON 10

Background

The concept of the intricate network of the body's immune system may be too abstract for some students to internalize and apply to relevant examples. It may be necessary to modify the lesson to have the student identify that the body's immune system works to maintain one's health and that there are specific ways of behaving which can protect one from a disease like AIDS.

Pictorial representation may help students to comprehend how the body's immune system works. Diagrams used to identify or distinguish between healthy or deficient immune systems should be clearly drawn and labeled. Although realistic pictures of the body are desirable, representational drawings or pictures that are accurate in shape, color or size relationships can be used. Abstract symbols or shapes (i.e., to represent white blood cells) are often confusing for students with weak perceptual or visual skills. It may be helpful to reinforce the information on the diagrams with real pictures, videotapes or films.

Some students may not have been involved in an ongoing, comprehensive health education program. If they have studied the immune system in a prior health or science class, they may not have sufficiently retained the information or have the ability to apply previously learned concepts to this lesson. Such students may possess a limited knowledge base and may need assistance with basic content information (i.e., body parts and their function).

The special education teacher can be a valuable resource in determining students' prerequisite knowledge and providing follow-up lessons. Assistance can be given to students in identifying, pronouncing and understanding the necessary technical terms used in this lesson. For some students, the number of new words and definitions should be limited to those most essential, such as AIDS, immune system, virus, and infection.

With the present degree of media publicity about the number of people dying of AIDS, students may be confused by the fact that one does not die from AIDS, but from an opportunistic infection that the body no longer has the ability to fight off. This fact may need further clarification.

Motivating Activity

There is the possibility that students who have organizational problems may not understand the symbols or relationships within a diagram. They may also be unable to transfer abstract concepts or content information explained diagrammatically to the way the

human body actually functions. It might be helpful to use films or videotapes to support this instruction. Concrete examples, such as seeing different body or blood cells under a microscope, might also clarify the content information presented.

Effective Communication

Some students who are unable to effectively express themselves or to identify cause and effect relationship might have difficulty in describing how the body responds to infections. An alternative method would be to have the students select or match appropriate pictures describing how the body responds to infection.

Decision Making

For the same reasons stated above, many students may need assistance in organizing or expressing their ideas. Another technique is to provide a written or pictorial list of several ways to protect one's immune system and have the student select appropriate behaviors from the given choices.

LESSON 11

Background

Some students may need to be familiarized with the term "myth" or the true-false format of the "AIDS Myth-Fact Sheet." For those students unfamiliar with these terms or techniques, preteaching will enhance comprehension. For those students who have limited vocabulary, language deficiency, or language processing problems, it may be appropriate to read the items on the "AIDS Myth-Fact Sheet" to them to provide them with the opportunity to demonstrate the level of their knowledge.

A second factor that may inhibit a student's comprehension of printed material is a student's organizational or visual deficits. The following suggestions may assist a student with these types of needs.

- Type size should be large enough to be easily read.
- Items should be organized consistently and sequentially either from top to bottom of the page or in a left to right sequence separated by a line down the center.
- A blank line at the end of the statement rather than at the beginning may assist the student to track across the page.
- The words True and False may be easier for some students to differentiate than the letters T and F.

Motivating Activity

It can be helpful to focus the student's attention on the task features of a lesson or activity. For example, in this lesson, it would be important for the student to understand that the statements on the fact sheet are intended to illustrate ways AIDS cannot be transmitted.

Effective Communication

During review of the items on the fact sheet, misinformation can be clarified and gaps in knowledge identified. It is important, therefore, to determine the students' true level of comprehension of the material. For this reason, the following information and strategies should be used.

Some students with handicapping conditions may respond to the auditory reinforcement of hearing the statements from the fact sheet. Other students learn better when verbal information is supported with visual clues, such as pictures. Therefore, when reviewing the fact sheet, consider using pictures to illustrate the ways AIDS cannot be transmitted. Still, other students benefit from physical movements to reinforce learning. This strategy can be applied to further understanding about how AIDS cannot be transmitted through everyday, casual activities, by having the students act out some of the behaviors (sharing food, touching...). Braille or large print editions of the myth-fact sheet may be needed to enable students with visual handicaps to read the test. Large print editions and extra spacing between questions may also be useful for those students with visual-perceptual difficulties.

For those myths not discussed in the formal lesson, have students submit 3 x 5 cards containing others that they have heard so that these myths can be discussed.

LESSON 12

Background

Some students with handicapping conditions may not have had the opportunity to develop positive feelings about their own abilities and physical attributes. They may be unaware of the strengths and the unique qualities of all individuals which make up the persons they are and will become. Some students may not realize they have control over many things that happen to them or many of the situations in which they find themselves. This poor sense of self can often influence the students' judgments concerning personal rights and choices. This makes them particularly vulnerable to abuse. To ensure that students are able to take responsibility for protecting themselves, they must first be able to have a positive

feeling of self-worth and, therefore, be able to set and uphold personal limits. Prior to this lesson and consistently through all school activities, teachers should help students identify and acknowledge their positive attributes and decision making skills.

Some students with handicapping conditions may be unable to take care of all of their own physical needs, such as dressing, bathing, or toileting independently, and may rely on others for assistance in these very personal activities. Privacy may be a concept which is unfamiliar to these and other students. They may be reluctant to participate in classroom discussions about recognizing and wanting privacy and maintaining personal limits. However, when students understand their rights to privacy and can identify behaviors that make them uncomfortable, they will be better able to make decisions regarding the invasion of these rights and potential threats to their privacy and safety.

Because of the sensitive nature of these concepts, consider the use of certain classroom management strategies that have proven effective with a range of student abilities. (See Appendix B). Listed below are some of these classroom management strategies.

- Materials

The information presented in this lesson may affect individual students differently. For some students, the inability to recognize threats to their privacy may have led to uncomfortable and damaging situations. Be prepared to respond to possible student concerns and to discuss these issues or provide for parent, special education teacher, school nurse, or pupil service staff support.

- Class or Group Size

The lesson lends itself to small group participation; in this way the lesson can be kept on track, and discussions or behaviors that might result from a student's embarrassment or discomfort controlled.

- Readiness

Explain before the lesson that there may be information presented which may cause one to feel uncomfortable and it is appropriate to have these feelings. It might be advisable to meet with the student prior to the lesson and discuss what will take place, making sure the student realizes that she or he will not be asked to talk about anything which causes discomfort.

- Individual Student Needs

Sometimes students are reluctant to verbalize their feelings to the whole class or several students in the group but are quite willing to write them down, tell their teacher, or speak to a friend in the group. Other students may hesitate to become involved in group discussions or brainstorm-type activities due to a weakness in thinking/reasoning skills.

Thinking skills are required to identify and recall a range of relevant choices and the proper vocabulary to describe these choices.

Students who may not have these skills can be helped by providing concrete examples (pictures of what Debbie could do) from which to select effective actions. Thinking/reasoning skills may also be augmented by use of cognitive organizers such as semantic webbing and cognitive mapping (as referred to in the New York State Education Department syllabus entitled, *Reading and Literature in the English Language Arts K-12, 1989.*) These techniques provide a visual mechanism for the student in organizing concepts. A type of cognitive organizer may be beneficial when used in conjunction with a brainstorming activity.

Still other students may hesitate to participate in group sharing activities because of "learned helplessness" behavior. Students who demonstrate this behavior often believe that they cannot succeed academically because they don't have the potential, prior knowledge and/or skills to learn. This behavior can be extinguished through an encouraging attitude and belief that all students can learn.

Motivating Activity

Puppets can be used to reenact situations that may be sensitive for a student to discuss or role play in person. For instance, a puppet can be used to enact a simple scene illustrating a threat to the personal privacy rights of someone. The story might portray a situation in which someone walks into an individual's bedroom without being invited. Students can then discuss what rights were violated. Preprinted cards can be used to highlight rights as they are identified by students. The puppets can be used to demonstrate situations that impact upon personal privacy and safety.

Identification

Use pictures or puppets to present the situation to the students, giving a little more detail or varying it somewhat (if Don is only two-years old, would Debbie still be uncomfortable?). Check for carryover of lesson concepts by asking for real life examples.

Effective Communication

Students, using puppets or pictures, can express feelings about intrusions into their privacy. Through their own writings or by selecting preprinted statements they can share how they feel about what happened to Debbie and what they would do. Utilizing the puppets, they can reenact the scene to demonstrate how they can protect themselves and their right to personal privacy. Some students may need prompting or a script in order to participate in a fluent, ongoing dialogue or conversation.

LESSON 13

Background

Discussion may focus on the positive values of some drugs in combating diseases, such as the relief they provide for pain and for certain medical conditions. In this regard, some drugs can be seen as helpful or assisting in the body's functioning. It may be helpful to make this distinction during the general discussion of the considerations for good daily health practices and to expand on the risks involved in illegal drug use as described in Lesson 14.

Special Considerations

Some students with handicapping conditions have a more extensive health history than their nonhandicapped peers. They may have medical conditions that require long term, daily doses of medication. In some instances, such medications may affect concentration and attention span, or alter speech and general behavior patterns. To ask these students to discuss their medical histories, present health conditions and use of medication might serve to differentiate and embarrass them. These feelings could be avoided by focusing the discussion on the commonalities of students and the benefits of good daily health practices. An additional factor for consideration is that some students with handicapping conditions, as well as their nonhandicapped peers, may have the misconception that past behaviors in which they have engaged may have led to their disability. Students may need reassurance that this was not the case, especially when the use of medication is discussed.

Identification

Some students with handicapping conditions may be unaware of the name or type of medication they are taking and would need to get such information from other sources. This may raise questions from parents about why this information is needed and the level of confidentiality surrounding its use. Since the main focus of this lesson is general considerations for good daily health practices, avoid classroom discussions that include personal medical conditions.

LESSON 14

The teacher notes in the *AIDS Instructional Guide* address areas of concern.

LESSON 15

Special Considerations

It is important to be sensitive to the image of persons with disabilities presented in all lessons throughout the school curriculum. The message that a student with a handicapping condition requires great care, as do the chronic or acutely ill, should be avoided because it equates persons with disabilities with conditions which are often seen as negative, hopeless and dependent. While some students with handicapping conditions may be unable to assume all of the responsibilities expected of children their age, the strengths and abilities they do possess allow them to carry out responsibilities for themselves, their families, friends, and school. When and how a disability requires family members to assume added responsibilities may be discussed. For instance, someone confined to a wheelchair may be unable to walk the dog, but could be responsible for feeding the dog; someone who is hearing impaired would not be expected to answer the phone, but could get the mail. Educational activities that portray persons with disabilities as having strengths and needs like any other member of our society promotes a positive and healthy image.

Motivating Activity

For this lesson, students must understand the concept of responsibility and demonstrate an ability to develop and read charts. The special education teacher can assist in providing information about students' prerequisite knowledge in this area. Students who do not possess these skills can work on them in the special education class.

Models or samples of a completed chart could be used to begin the lesson thus providing a greater understanding of the activity. Since some students might have difficulty in expressing their ideas or writing information on the chart, consider the following:

- a prepared vocabulary list from which to select appropriate words or phrases;
- a group of cards describing various responsibilities from which the student can select and place on the chart;
- verbal identification of jobs or responsibilities given by one student and recorded by another; or
- photographs, pictures from magazines, or student drawings depicting various responsibilities.

Positive Health Behaviors

Some students may need to have reinforced those positive behaviors which demonstrate their responsibility to others. An ongoing classroom behavior modification program could be developed to reinforce these activities.

LESSON 16

Background

Some students, due to a lack of family support, inability to make friends, or school failure, may feel that they have no one on whom to call for assistance. Asking for help requires trusting someone and being vulnerable, both difficult actions for some students to exhibit, especially if they have not had successful experiences in the past. Consequently, some students may not wish to be involved in discussions or may not recognize the need for and benefit of asking for assistance. In order to help the student in this decision-making process, the teacher and student can jointly develop a list of individuals that the student can contact for assistance.

LESSON 17

Background

Some students may need assistance with organizational skills that affect their ability to locate and use library resources appropriately or to organize the information collected. The special education teacher can work in advance with students on library research skills, such as the use of necessary reference materials, and on formatting the information. An outline or format for recording the information would provide assistance to the student. In addition, narrowing the scope of the activity, such as investigating community or school agencies, might make it easier for students to accomplish the lesson.

Effective Communication

Some students may have short attention spans, be easily distracted, or be unable to focus on a speaker for prolonged periods of time. Consideration should be given to limit the amount of time these students receive instruction through direct lectures. Also, the class could discuss possible questions to ask a speaker before the presentation. The questions could be written on cards and given to students. This would enable students to be informed in advance and to be able to interact with the speaker.

LESSON 18

Values Integration

The major focus of this lesson is to help students develop respect for themselves, others and the law. Be sensitive to the fact that some students with handicapping conditions may lack positive self-concepts, have low self-esteem, or may feel left out of or alienated from many social situations. A strong desire to belong makes them particularly vulnerable to peer pressure. Special consideration should be given to identifying activities that will enhance student self-respect and self-concept and allow all to participate.

Motivating Activity

Some students may not have the ability to complete or may be threatened by the use of art activities, therefore, a cooperative learning situation can be effective. It helps to establish guidelines for the activity with the students so that they understand roles, responsibilities and consequences. (See Slavin, R., "Cooperative Learning," *Review of Educational Research*, Summer 1980, Vol. 50, #2, pp. 315-342; for more information on this instructional approach). For this lesson, students could be provided a list of suggested topics or theme designs and work in groups to develop posters or murals. This cooperative effort would utilize the various strengths of all group members.

LESSON 19

Background

Some students may be unable to understand the concept that a person may appear healthy outwardly, yet still be a transmitter of the Human Immunodeficiency Virus (HIV). Students who lack abstract reasoning abilities might become confused and apprehensive when considering all healthy people vs. those who have been exposed to the virus, tested positive, and yet show no external symptoms. The use of videotapes that portray individuals who appear to be healthy yet have contracted the HIV infection, such as "Facing AIDS" (NYS Department of Health) would demonstrate to students that stages of the disease can be asymptomatic.

Some students may not understand the vocabulary in this lesson. The special education teacher could preteach the vocabulary and provide concrete examples for such students.

Learner Outcome

Clarification may be necessary to help students understand that only those people who carry the AIDS virus can transmit the virus and that some people may carry the virus even though they look healthy.

Motivating Activity

Some students may not read the newspaper and may not be familiar with the style of advice column letter used in this and subsequent lessons. The special education teacher could assist in several ways. Information could be shared on how to identify which students may need help, how to task analyze the lesson, or how to modify the lesson, e.g., reading or taping the letter. The special education teacher may also be able to provide students with background information on the purpose and format of the advice column letter to prepare them for the lesson.

Effective Communication

Some students may have difficulty expressing ideas or feelings in writing. Alternative methods, such as taping the response or working in teams with a designated recorder, will enable all students to achieve the outcome of this activity.

LESSON 20

Background

It is important to remember that some students may be unable to generalize information. Prior to beginning this lesson, students may need to review the chain of infection that was presented earlier in order to make connections with information being presented in this lesson. When working toward achieving the learner outcome, terms such as casual contact may need to be clearly defined with very specific reference to ways in which AIDS can and cannot be transmitted. Students need to recognize that casual contact, such as holding hands, hugging, using the same towel, and sharing a candy bar, does not put them at risk.

Special Considerations

This lesson includes an introduction to information on sexual intercourse. Students with handicapping conditions may not have previously been involved in comprehensive health education programs and may, therefore, have limited content knowledge and vocabulary concerning the human body, its growth and development, and sexuality. Background information must be provided and concepts clarified prior to presenting this lesson in order for students to understand the information. The special education

teacher may be able to preteach this information to students with handicapping conditions prior to this lesson.

During the course of the lesson, students may become uncomfortable, embarrassed, and behave inappropriately because of a lack of sufficient information about sexuality. Some classroom management techniques that might be effective are:

- review the vocabulary with these students prior to the lesson;
- utilize individual or small group teaching and learning strategies;
- group students in the class to ensure that students who may behave inappropriately are placed with those who model appropriate behavior or have complementary skills;
- make sure that students fully understand the task, have all the materials they need, know where and when assistance is available; and
- provide reinforcement in the form of encouragement or praise when the behavior improves or disappears.

Motivating Activity

Determine the level of prerequisite knowledge students have in completing items such as the "Myth-Fact Sheet." Some students may have had little experience with being asked questions in this format. The special education teacher can assist in preparing the students through practice in similar exercises.

Accommodations can also be made for students by:

- preparing a tape for oral presentation of the questions;
- arranging to have the questions read or signed to the student in the special education setting;
- restructuring the page to include a space for the answers at the end;
- having the words "True and False" written at the end of each statement and having students circle their selection; and
- having the page printed in large type or braille.

LESSON 21

Background

Some students need instruction in decision-making skills. For some, their inability stems from impairment of perceptions, inability to process information analytically, or a lack of opportunity to experience the decision-making process for themselves. Instruction for all three situations can be approached through a structured, step-by-step decision-making process, as outlined in the teacher notes for Lesson 21. This model provides the framework for identifying the significant factors that will assist the problem solver to reach resolution. It is suggested that students understand the model and what is expected of them before the situation in Lesson 21 is introduced.

LESSON 22

Background

The activities utilized in this lesson may be intimidating to some students, as they require a student to look inward and identify feelings about self. In addition, sharing that information may make them feel vulnerable. Students with handicapping conditions may lack positive feelings about their own abilities, unique qualities and physical presence, which has been discussed in Lesson 15. These characteristics may be compounded by the very nature of the age of these adolescents which requires them to manage the emotional and physical changes that are rapidly occurring. Numerous shifts in feelings, loyalties to friends, and attitudes, as well as changes in physical appearance, are taking place all at once. During the discussion, the teacher could mention that some inner conflicts are part of the growing process that helps us attain a better understanding of ourselves.

This lesson opens up the possibility for frank and honest discussions of feelings and attitudes. These discussions will allow students the opportunity to express feelings of anger, prejudice, self-dislike, hate, or fear that may trigger reactions from others. Students should be prepared in advance that some of the material is sensitive and personal and that responding to someone's feelings with anger or laughter is inappropriate. The focus of the lesson is on strengths and qualities that make people unique. The teacher should structure and guide discussions so that this positive atmosphere is maintained.

Students may be unable or reluctant to isolate and identify their thoughts about how they look, act, and feel to the group. Those students who exhibit such signs during the lesson can be redirected, offered alternative activities or given the option of completing their project in the special education classroom or as a homework assignment. Some students may choose not to reveal their inner selves and no student should be required to share private feelings. (see Lesson 12-Background)

Motivating Activity

This activity may be modified by having the outside of the container represent what the students view as their strengths and the inside depicting what they would like to be or do.

LESSON 23

Background

Some students with handicapping conditions may be unaware of their own strengths and may need assistance realizing that they have control over situations in which they find themselves. This can often influence the students' values and judgment concerning personal rights and choices, as well as their ability to make effective decisions independently. Being left out of social situations or feeling alienated from the mainstream results in limited opportunity to practice making friends and maintaining relationships. The need to belong may result in a vulnerability to succumb to peer pressure and to engage in risky behaviors. It is important for these students to identify the values in which they believe and to recognize the conflict between their own values and those of others as they make decisions about behaviors.

The use of role playing to demonstrate situations in which students should say "no" may make some students feel uncomfortable. Students may not have practiced assertive behaviors in the past, or may have already engaged in sexual activity or illegal drug use.

Learner Outcome

"Saying no" must be based on social or situational judgment. Students should be taught to analyze the facts of the situation before "saying no" to be assured that "no" is appropriately applied. Concrete examples of exactly when "no" is appropriate will help students gain a clearer understanding of when peer pressure is good ("please join the group for pizza") or when it conflicts with the student's own values ("please join the group for shoplifting).

Motivating Activity

When utilizing role playing, be certain that an atmosphere of safety and control is maintained for the students' benefit. Students can be made more comfortable by asking for volunteers, utilizing multiple observers, rotating roles, or allowing students to sit out the activity if they wish. Students with handicapping conditions should be encouraged to participate so that they can have the opportunity to practice resisting peer pressure and to develop an understanding of the motives behind the pressuring of a friend. Keep in mind that some students lack communication skills thus causing an inability or reluctance to carry on conversations, especially in large groups.

Techniques which may be of assistance when utilizing role playing as an activity are:

- provide feedback during the role playing to reinforce positive behaviors;

- clearly outline the intended role for the volunteer student so that the desired behavior of "saying no" in all manners and circumstances is modeled;
- provide a prepared script or some phrases on cards for the role player to use; or
- structure feedback so that the auditory as well as the visual channel is reinforced. Use cognitive organizers (See Lesson 12) or charts.

LESSON 24

Background

Issues such as acute illness and death and dying may be very sensitive areas, especially if dealt with recently. Students may not yet be ready to verbalize their feelings to others.

Other students may need some assistance both in imagining what another person is thinking and in empathizing with that person's needs. It may be helpful to structure discussions that follow role playing activities as was suggested in Lesson 23. The use of cognitive organizers will assist the student in seeing relationships, sequences, main ideas, and supporting details.

LESSON 25

Background

Poor communication skills are often the result of deficiencies in social and visual perceptions, as well as in language abilities. These deficiencies manifest themselves in various ways, including conveying and comprehending information, initiating and maintaining cooperative conversational interactions, and understanding communicative intentions, such as inferred ideas, themes or feelings. This may also include adapting these intentions to listener and situational characteristics. These skills and abilities are critical in understanding media and the message conveyed.

The student who is weak in the area of communication may have trouble separating reality from fantasy, especially in the media. Such a student might accept the media message at face value, or might even consider the characters portrayed in the media as role models to emulate. Other students with communication deficiencies may not be able to accurately comprehend the media message

at all. Students may fail to notice or not understand or attend to the verbal message, responding instead to the overall look of the advertisement. These students are in danger of remaining unaware of what is actually being said or sold. Other students may not understand the full scope of the media message because they function at a literal level of comprehension. Often this results in the inability to identify nuances, subliminal information and subtle messages, particularly those presented in advertisements.

There are many ways that students can misunderstand messages transmitted by the media. It is, therefore, very important that students are given concrete and repeated examples to gain a better understanding of the messages that influence them. It is equally important that those students discuss the media and its influence with their peers. This interaction will provide students with an opportunity to test their theories against group opinions and experiences, both to correct misconceptions and validate accurate perceptions, especially regarding those behaviors that are characterized as high risk.

Motivating Activity

A strong connection can be made between the media and its message by showing several commercials or videotapes in class and discussing the direct and subtle messages they contain. Students in small groups can decide upon the messages and how they are presented.

The special education teacher can work with individual students to help identify an advertisement for class use, help the student in defining what message is being presented, and assist the student in preparing for classroom discussion.

Identification

Students can bring in magazine advertisements and identify high risk behavior messages such as:

- alcohol fits into any situation...
  drink and you can have friends
  drink and you can live in this nice house
  drink and you can go to parties like this
  all holidays and celebrations are more fun with alcohol
  all nice looking people drink

  or

- sexual behaviors are related to everyday relationships/activities...
  the car one drives
  the clothing one wears
  the perfume one uses
  the hygiene one performs (including showering, deodorants, toothpaste, and mouthwash used)

Effective Communication

Students with communication difficulties can be given a group of pictures or advertisements and be asked to select the one that illustrates the messages being discussed in class.

LESSON 26

Background

Some students with handicapping conditions who lack organizational skills or previous research experience, may need assistance in conducting independent research. This assistance could include determining the type of information they are seeking, the type of resources necessary, how to collect the information, and methods to organize it once it has been gathered. Providing students with a prepared outline may help them to determine the type of information they are seeking and a method for organizing the information collected. Cooperative learning experiences, in which students are grouped to work toward a common goal, may enable all students to contribute their own particular strengths while learning from others.

The special education teacher can provide additional support to some students with handicapping conditions in the process of assessing information. That teacher could also follow up by monitoring the students' work and providing support as required. These services could be provided either in the regular or special education classroom.

LESSON 27a

Background

Since some students with handicapping conditions take medication, they may need help in clarifying the difference between illegal use of drugs and those that are used to combat disease or that assist with functioning. Without clear delineation, such students may assume they are engaging in activities that could put them at risk. Specific examples of correct behaviors are also important for those students who must inject drugs for medical reasons. For example, the correct way a person with diabetes should dispose of needles used for insulin could be demonstrated and discussed.

Students who have weak spatial and organizational skills, or

those lacking confidence in their artistic abilities, might be given the option of cutting pictures out of newspapers or magazines, and developing appropriate captions for them.

Special Considerations

Some students may not easily make the connection between alcohol use and the transmission of the AIDS virus. Alcohol must be addressed as a drug which affects the nervous system resulting in impaired judgement and actions that may not reflect a student's true values. Providing specific examples of the relationship between alcohol use and AIDS may help to clarify this issue.

Learner Outcome

Students may not fully understand the word abstinence. They might benefit from alternative and more commonly understood words, such as don't use, don't do, never use, etc.

LESSON 27b

Special Considerations

This lesson concerns the transmission of AIDS through sexual intercourse. Some students with handicapping conditions may not have been involved in a comprehensive health education program, thus they may have limited content knowledge about human sexuality. Information must be provided so that students understand exactly what behaviors place them or others at risk. Students may be aware of many types of sexual activity or sexually related behaviors, such as kissing, touching, holding hands, intercourse, and masturbation, but may have difficulty separating or determining which of these activities might put them at risk. The use of slang and the description of activities may have to be made to assure that students comprehend the information being presented. The special education teacher may be able to support and reinforce this instruction.

Be aware that some students may have already engaged in high risk behaviors. Resources can be identified to assist those students who are concerned about their past behaviors. These students may be encouraged to modify their high risk behaviors so as to reduce the possibility of HIV infection.

LESSON 28

Background

Since some students may not read the newspaper, they may not be familiar with the style of advice column letter used in this lesson. The special education teacher can be a resource in explaining the use of such letters and helping the student plan responses to suggest in class.

When presenting the "Spectrum of HIV Infection" chart, prerequisite skills should be determined. Students' abilities to read and understand charts, as well as comprehend the vocabulary (asymptomatic, internal, external), should be assessed. Information on these areas of knowledge can be gathered from the special education teacher who can assist in preteaching vocabulary and concepts if information is lacking or insufficient.

LESSON 29

Background

Students may not be familiar with the term myth or the true-false format used on the "AIDS Myth-Fact Sheet." Preteaching of the terminology and technique can take place in either the regular or special education classroom.

Some students with handicapping conditions have weak organizational and visual skills which interfere with their ability to read and comprehend written information. Accommodations can be made so that these students can benefit from the materials presented. Type size could be modified or braille editions made available to make sure that it can be easily read by all students. Items could be organized consistently and sequentially either from the top to the bottom of the page or in a left to right sequence separated by a line down the center of the page. A line for the answer (T or F) could be placed at the end of each statement rather than at the beginning.

For those students who do not write legibly the T or F letters may be hard to produce. These students may be better able to demonstrate their understanding by writing the entire word (True or False) or circling the correct answer when choices are available.

Although all students may benefit from hearing each statement on the sheet read before marking T or F, some students with reading or learning problems may demonstrate improved comprehension with auditory reinforcement of the written statements. The needs of these students can be accommodated in either the regular or special education classroom. Check with the special education teacher to determine appropriate accommodations that may be necessary for some students with handicapping conditions to participate in this activity.

Identification

Students may require further reinforcement of issues, including an understanding of transmission methods. Using illustrated charts and separating the ways in which AIDS can and cannot be transmitted may aid comprehension in this area.

LESSON 30

Background

Some students may engage in sexual activity because of a desire to be accepted and liked by others, and/or as a result of low self-esteem. Thus sexual activity often becomes an activity that is engaged in as a response to the need to be touched, wanted or just given attention. Students may be helped to realize that they can say "no" to unwanted sexual activity and that there are many ways to relate to and be accepted by others.

LESSON 31

Background

Sensitivity is especially important during this lesson. Students may have already experienced sexual activity, including sexual abuse, or the use of illegal drugs. In these instances they were either unable or unwilling to act assertively and say "no". Some students, including some with handicapping conditions, may be vulnerable to the above mentioned concerns because:

- lacking in social experience, they may not be able to discriminate between different types of relationships and may engage in high risk behaviors out of the desire to make friends or due to low self-esteem;
- they may have been encouraged to be dependent upon others or

may have problems communicating with others which results in insecure feelings that affect their ability to act assertively; or

- lacking the ability to generalize, they may not be able to use the rules in all appropriate situations.

The skit offers students the opportunity to react to life-like situations and to practice healthful choices. It may be helpful for students to change roles so that they can experience the situations from various perspectives. Also be aware that the skits may be very close to reality for some students and, therefore, very threatening. Students may not wish to take part in the activities out of emotional discomfort or weak communication skills which may inhibit their performance in front of their peers. Utilizing volunteers to perform the skits while other students observe and then engage in classroom discussion might evoke less anxiety for these students.

LESSON 32

Background

Comprehension of the complete meaning of a conversation or situation in which students find themselves involved may not occur due to an inability to read social cues or body language and interpret language, both oral and written. This may result in situations in which they are unaware of what is being asked of them or expressed to them. Even if they are cognizant of the message, they may be lacking in sufficient verbal skills to express their feelings or the realization that they have the right to act protectively. It is possible, then, that these students will have an increased vulnerability for engaging in at-risk behaviors because of peer pressure and adult influence. (See Identification section for further information)

Students may need a great deal of practice in expressing their thoughts and feelings and protecting their rights. Concrete terms should be utilized as students are guided through this practice which can take place prior to the lesson in both the regular and special education classrooms. Specific concepts to focus on are:

- "saying no" to someone who wants you to do something you don't want to do or that is wrong or illegal;
- "saying no" to someone who wants you to have sex or do certain things that will increase the risk of exposure to AIDS;
- getting away from the person who is making you feel uncomfortable;
- getting away from the place where someone wants you to do something you don't want to do;
- telling someone immediately that you were asked to do something

wrong or illegal, or an activity which exposed you to the risk of AIDS; and

- naming people who could be helpful in a time of need.

Identification

Words: Some students are unaware of technical or slang terms for certain body parts or sexual behaviors. This deficit can easily lead them into at-risk circumstances because they do not understand what is being said to them. Teachers should attempt to include various terms during the real-life role playing situations.

Body Language: Some students who have weak social skills may be unable to accurately interpret, integrate, make judgments, or respond to cues evident in various social situations. This often produces inappropriate behaviors which convey incorrect messages. These students will need practice on reading and sending messages using body language so that they have a clear understanding of which behaviors indicate a willingness or unwillingness to engage in sexual activity, as well as an ability to self-monitor those behaviors.

Effective Communication

When utilizing role playing, be certain that an atmosphere of safety and control is maintained. Students can be made more comfortable by asking for volunteers, using multiple observers, rotating roles with regularity, or allowing students to sit out the activity if they prefer. Students with handicapping conditions should be encouraged to participate so that they can have experience in understanding the difference between sending mixed and clear messages.

Techniques which may be of assistance when role playing an activity are:

- provide feedback during the role playing to reinforce positive behaviors;
- clearly outline the intended role for the volunteer students so that the desired behaviors can be modeled;
- provide a prepared script or some phrases on cards for the role playing students to use; and
- have the students practice in the special education class prior to the lesson.

LESSON 33

Background

This lesson reinforces the concepts developed in Lesson 25 by asking students to recognize the sexual messages conveyed by the media (see teacher notes Lesson 25 for more details). Lesson 33 then moves one step further by asking the student to evaluate the media in terms of its sexual message.

This may be a difficult assignment for some students, including those with handicapping conditions, because it represents the highest level of cognitive functioning (as described in Bloom, Benjamin S., ed., *Taxonomy of Educational Objectives*, New York: David McKay Co., Inc., 1956).

In this activity, students are guided through the steps which would lead toward an effective evaluation, namely,

- decide what ideas are to be evaluated (see motivating activity, identification and effective communication);
- react to these ideas based on an established standard which could be developed either individually or by the group (see decision making); and
- determine how closely the idea meets the standards (see decision making).

It is this process that will not only assist students to analyze the material at hand, but also evaluate for themselves the validity of any sexual messages conveyed through the media.

LESSON 34

Background

As was mentioned in Lesson 15, it is important to be sensitive to the manner in which persons with disabilities are presented. Depicting them as requiring great care, as would someone with AIDS or a long-term illness, draws parallels with conditions which are viewed as negative, hopeless and dependent, qualities which the majority of those with handicapping conditions do not share. The direction of educational efforts should be toward portraying persons with disabilities as having strengths and needs as everyone does.

When presented, charts should be large and well organized so that all learners can read and understand them. Certain students

may need assistance using and reading charts. By checking for prerequisite skills prior to presenting this information, students who may not have these skills can be identified. The special education teacher can then provide assistance to those students with handicapping conditions who may require training on the utilization of charts in order to benefit from this lesson.

Students who do not read the newspaper may be unfamiliar with the style of "advice column" letter used. The special education teacher can act as a resource in this instance as well, explaining the use of such letters and reading it to those who may need assistance. Suggestions for a letter of response can also be developed in the special education class.

LESSON 35

Background

Students need to have a concept of "community" in order to understand and benefit from the objective of this lesson. Some students may not grasp the concept of the "community" as a network of resources available to and used by many people, themselves included. Students may need very concrete descriptors and examples of what constitutes a community prior to beginning this lesson.

This lesson involves research and organizational skills necessary to locate, obtain and gather information from a variety of informational resources. Some students with handicapping conditions may require assistance in determining what information they are seeking, what types of resources might prove helpful, how to collect information, and methods to organize it once it has been gathered. Additional guidance might be needed in using indices, telephone directories, newspapers, and local bulletins or reports. Teachers may aid students in deciphering newspaper accounts to distinguish and separate such concepts as fact from opinion or relevant details from sensationalism by asking key questions.

The special education teacher can help students to determine the best means for accessing information and then monitor their work as they proceed, providing support as needed. This teacher can also be of assistance to those students who, due to communication deficits, may not be able to use the telephone or may have poor telephone skills. These students may need an alternative method of information gathering, such as letter writing, TTDs, or the New York Relay System.

Learner Outcomes

For some students, timelines and projections become abstract concepts to understand. More concrete examples of future actions, such as the building of a hospital or an addition to a hospital to serve AIDS patients, would prove helpful.

Motivating Activity

Students may require more specific information to use when making inquiries about community services. Groups of students can cooperatively develop a list of criteria or questions to ask in determining the usefulness of a community agency as a resource for AIDS assistance.

Decision Making

Concrete examples can be provided to help students comprehend abstract future projections. Graphs or charts utilizing symbolic shapes, such as hospitals, with clearly marked dates and timelines might make the activity more readily understandable.

LESSON 36a

Background

Language or learning deficits may be remediated with special attention to sentence and paragraph construction, vocabulary usage and spelling, as well as the expression of thoughts and ideas in writing.

Objective

The objective for this lesson should be clearly stated so that abstinence is understood as a method of prevention for AIDS. Thus, the knowledge that abstinence from illegal drug use and high risk sexual activity as a preventive technique can be internalized by the student and become a healthful pattern of behavior.

Motivating Activity

The following strategies can be used to assist some students when writing a newspaper article:

- review all vocabulary and be certain that students understand the meanings by providing concrete examples when necessary;
- provide an outline for writing a newspaper article;
- have an article already prepared, with certain key words or ideas omitted;
- provide a list of words for the students to use to complete the article;
- have small groups of students jointly develop articles using cooperative learning techniques;
- develop prepared sentences and have students organize them

into paragraph format;

- have students tape or dictate an article as a news anchorperson might read it;
- have students modify or critique an already existing article rather than develop an original article; or
- allow students to write an article through pictures, in comic book fashion.

LESSON 36b

Background

Some students with handicapping conditions have a limited knowledge of human sexuality because they may have had limited opportunities to participate in comprehensive health education programs and, consequently, decision making may be faulty. Although they may be engaged in at-risk behaviors, they may not have the language to define these activities, nor the recognition that they are potentially harmful. Although this is an extremely sensitive issue, students must be given specific examples of what constitutes at-risk behaviors to further ensure comprehension. Suggesting that condoms used during sexual intercourse can prevent the spread of the AIDS virus may not provide enough concrete information to protect the sexually active student. For example, some students may not realize that the condom must be worn from the beginning to the end of the sexual activity or which sexual acts require the use of a condom, how a condom is put on and removed, and common terminology relating to the condom and its use. The special education teacher, the school nurse, or the guidance counselor may be of assistance in providing students with additional information.

Be aware that some students have already knowingly or unwittingly been engaged in behaviors which put them at-risk. Some students with handicapping conditions may feel alienated from the mainstream of school life, having taken part in few social activities, and, consequently, lack opportunities to practice basic social skills. Many of these students may have low self-esteem and insufficient decision making skills, leaving them vulnerable to peer influence and abuse. For some, sexual activity is a means to accommodate someone or a means to gain attention and affection. Other students have made purposeful decisions to engage in activities without realizing the consequences of such at-risk behaviors. These students may now exhibit feelings of guilt or fear as they recognize the possible results of their activities. Being compassionate and sensitive when such emotions arise is a reassuring and supportive approach. Students may also need to speak with pupil personnel

staff members, the school nurse or the school physician to allay concerns.

Motivating Activity

Students who have limited information or lack sufficient knowledge about human sexuality may become uncomfortable, embarrassed or behave inappropriately when the subject is discussed. Disturbing behaviors can be prevented by preparing students for the lesson in advance, as well as by utilizing a variety of classroom management techniques, such as:

- review the vocabulary with the students prior to the lesson and preteach as appropriate;
- use individual or small group teaching and learning strategies;
- group students to ensure that those who are likely to have difficulty are placed with students who will model appropriate behavior;
- be certain that students fully understand the task, have all the materials they need, and understand where and when assistance is available; and
- provide reinforcement, such as encouragement or praise, when a student's behavior improves.

Effective Communication

Certain students may need assistance putting their ideas or thoughts into a written format, such as the use of semantic webbing, outlines and brainstroming ideas. Small group writing efforts may also accommodate some students' needs. It may be necessary, depending upon a student's needs, to alter the method through which a particular student communicates by allowing that student to tape a message or select from prepared statements or illustrations.

LESSON 36C

Background

Students with handicapping conditions may have had limited opportunities to participate in comprehensive health education programs in which human growth and development have been explored. Students may, therefore, have incomplete or erroneous information about a variety of bodily functions, especially those of conception and pregnancy. Prerequisite knowledge should be determined in these areas, since this information is necessary for students to understand how the AIDS virus is transmitted, as discussed in the lesson.

Motivating Activity

Many students will benefit from clear, concrete diagrams that are representative rather than symbolic, showing the stages of fetal development and the birth process. If possible, utilize films illustrating childbirth as a replacement or adjunct to a class discussion.

Identification

Students may have difficulty in projecting a continuum that illustrates the risk factor and may need alternative ways of identifying the risks involved in pregnant women exposed to the AIDS virus. This can be done through diagrams or drawings which can later be transposed into a continuum.

LESSON 37

Background

Although some students have a sufficient knowledge base, they may be unable to verbally express their ideas and thoughts. Such students may not wish to take part in the activities out of emotional discomfort or weak communication skills which may inhibit their performance in front of their peers. Students who wish to participate can work with the special education teacher to practice what they might say in an actual debate. Other students can be included as moderator or timekeeper, as the member of a panel in which there is discussion time allowed, or presenting a previously written statement rather than through "off the cuff" discussion.

Appendix A

Proficient Teaching Techniques

The following information provides examples of effective teacher strategies and principles that have proven to have an affect on the level of success that students experience in school. These techniques have been successfully used across a broad range of student abilities but have been especially effective with students who have experienced learning problems and with students who have handicapping conditions. The proficient teaching techniques are divided into two areas: personality and affective teacher characteristics and teacher instructional competencies.

I. Personality/Affective Teacher Characteristics

1. *Treats high and low achieving students equally* — Effective teachers treat high and low achievers equally. They allow students of both ability levels to have sufficient time to respond to questions, to have equal eye contact, and to have equal amounts of corrective interaction.
2. *Maintains self-control and adult role position* — The teacher does not become upset when behavior or other problems arise in class and always portrays himself/herself as the person in control of the situation.
3. *Believes students can learn* — This belief is demonstrated through verbal and nonverbal teacher behavior. The teacher consistently conveys high expectations for all students' academic success.
4. *Believes that his/her efforts can affect learning* — Teachers operate from the inner belief that their attitudes, skills, and knowledge have a positive effect on student's success.
5. *Strive to extinguish "learned helplessness" behaviors among students* — "Learned helplessness" is a characteristic of learning disabled students who behave as if they cannot succeed academically. Effective teachers encourage students to learn by helping students realize that they have the potential and ability to learn.
6. *Encourages internal "locus of control"* — "Locus of control" refers to the kind of reinforcement that a student responds best to. When a student has an internal locus of control, that student believes that circumstances are under his/her control. An internal locus of control permits students to be more self-motivated, self-directed, and independent. Effective teachers encourage students to have this internal source of reinforcement.
7. *Enhances student self-concept and self-esteem* — Teachers use a variety of techniques including affective methods to promote positive self-concepts and self-esteem for students who are typically low in these categories.

II. Teacher Instructional Competencies/ Skills

1. *Allocate sufficient learning time for instruction* — Effective teachers work out a system to increase the amount of instructional time and decrease noninstructional activities, such as announcements and behavior correction activities. In addition, effective

teachers are also concerned with the amount of time students are working on task. Teachers can encourage student time on task through the use of the other proficient teaching techniques mentioned in this section.

2. *Establish and modify reasonable criteria for success* — Teachers displaying this skill are sensitive to assuring a high student success rate while establishing appropriate academic challenges. Teachers need to consider student strengths and weaknesses in establishing criteria. Criteria for success may be different for each student.
3. *Discuss and evaluate prior experience of students to reinforce relevancy and assess previous prerequisite skill acquisition* — Teachers attend deliberately to prior experiences and create a relevance or correctness for students.
4. *Use many and redundant examples when teaching new material* — This practice facilitates the acquisition of learning by providing several practice opportunities. Redundant examples provide an opportunity for overlearning and establish a firm acquisition level.
5. *Use varied instructional activities to enhance learning* — Teachers employing more than a lecture format to help enhance student motivation and involvement.
6. *Teach not only "what to learn" but "how to learn"* — Teachers involved in such activities as teaching learning strategies, i.e., step-by-step approaches to skill acquisition, comprehension and application, are teaching students how to learn and how to apply learning to different contexts.
7. *Provide clear, concise directions and monitor students' comprehension of directions* — Teachers make a deliberate effort to give clear, concise directions. Teachers often stop, check for understanding and then repeat directions, if necessary.
8. *Use brisk paced instruction to assure high levels of content coverage* — Effective teachers use a good quick pace when delivering lessons to insure coverage of material, high interest, and enthusiasm.
9. *Don't assume acquisition on first or second learning trials* — Teachers go beyond one or two trials to determine if the student has acquired a skill/concept. Coverage alone does not assure acquisition.
10. *Provide immediate feedback* — The more immediate the feedback, the more effective are the results.
11. *Ask questions frequently* — Teachers ask questions as a means to monitor and instruct.
    a. *Attend to response lag periods* — Longer response time is needed for higher cognitive questions vs. lower cognitive questions. Also, the teacher needs to provide the same response lag period for both higher and lower ability students.
    b. *Ask high vs. low cognitive questions based on task and student characteristics* — Lower cognitive questions as appear in routine drill are appropriate for basic skill acquisition, whereas higher level questions such as problem solving or problem application, are appropriate for complex concept acquisition. The teacher should also attend to student characteristics, that is their strengths, weaknesses, preferences, etc., when asking types of questions to assure appropriate level of skill acquisition.
    c. *Provide prompts and cues instead of giving correct answers* — Prompts and cues by the teacher are more beneficial to students than giving them the answers.
12. *Provide for a periodic review of materials* — Review is an important type of practice activity to assure proficiency and maintenance of skills/concepts.
13. *Structure activities to promote general-*

ization and transfer of skills — Some students have problems in transferring or generalizing skills from one situation to another, teachers should deliberately structure instruction to promote this skill. Pointing out the similarities between situations is one of several ways to assist students.

14. *Question students who don't volunteer answers* — Research shows that successful teachers of mildly handicapped students use this strategy. For students who characteristically have attention problems, this technique can assist in keeping their attention.

15. *Actively focus attention of learners* — Since some disabled students have been shown to have attention deficits, teachers should work on techniques to maintain attention.

    a. *Address acquisition of prerequisite skills* — Teachers should check on the acquisition of prerequisite skills because without them students will have difficulty attending.

    b. *Signal the beginning and ending of lessons and learning trials* — A special effort to focus student attention at these times will facilitate learning recall especially for learning disabled students.

    c. *Focus students on important task features* — Teachers should specifically point out important task features to students so that they are aware of features that are critical to success and understanding.

16. *Allow adequate time during the lesson for processing of information to occur* — The teacher spaces verbal presentations to allow students time to process. Pointing out significant portions of verbal presentations also facilitates processing. Written materials, such as worksheets, should not be cluttered and overloaded as this would inhibit processing by learning disabled students.

17. *Stress relevancy and establish meaningfulness by addressing previous student learning experiences* — Since some students, especially those with a handicapping condition, may have limited prior learning experiences or gaps in learning, it is important for the teacher to connect current learning to previous learning to demonstrate relevancy and connectedness.

Appendix B

Behavior Management

With the employment of successful teaching techniques in the classroom, a healthy and effective learning environment can be created. However, there may be situations or individual students who display behaviors that may inhibit learning. Teachers may need to modify these behaviors in order to successfully accomplish the intended learner outcome. The types of behaviors that might be disruptive to the class fall into two categories. The first group, or external disruptive behavior, refers to those behaviors that may negatively affect the learning of the entire class. The second group, or internal disruptive behavior, refers to those behaviors which specifically affect the learning of the individual student. Included below for both groups is a list of modification strategies which will assist the teacher in facilitating positive behaviors.

Suggested Modifications

- Establish classroom rules and refer to these rules periodically through the lesson, as well as whenever necessary to draw a student's attention to inappropriate behaviors.
- Provide as many opportunities as possible for the student to legitimately receive favorable attention for appropriate behaviors.
- Provide structured learning environments with a large degree of teacher direction.
- Provide immediate and positive feedback.
- Have students monitor their own behaviors or involve their peers in monitoring and recording behaviors. This strategy may be done in conjunction with a class developed contract.
- Direct students to model appropriate behaviors as demonstrated by their own peers, by adult role models, or by fictitious characters.
- Develop daily progress charts with mutually decided behaviors represented.
- Use brief instruction periods or small group settings.
- Always enforce class rules consistently.
- Arrange for peer tutoring or tutoring of children in lower grades.
- Minimize competitive situations by incorporating cooperative learning techniques.
- Guide students towards recognition of their true strengths and reinforce behaviors that demonstrate an appropriate way to deal with sharing.
- Provide students with a variety of instructional activities.
- Provide students with the opportunity to serve as a captain of a team or leader of a group.
- Have students serve on an independent project in a subject area where they can excel.
- Make discipline firm but kind and consistent.
- Vary instructional activities frequently.
- Monitor student responsiveness and use information to plan for the next lessons.
- Limit extraneous variables that would

encourage off-task behavior.

- Reward the student for remaining on-task.
- Provide a one-to-one relationship whenever possible for small group interactions.
- Establish and maintain a climate of safety, security, and predictability.
- Build in conference time with students to discuss content covered in the lessons or concerns that are raised by the lessons.
- Exhibit awareness and sensitivity to student problems.

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